

GCSE

J385

GEOGRAPHY B

Unit B562: *Geographical Enquiry*

Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the specification for further information concerning the task

This unit consists of **two** tasks, one is a fieldwork investigation of an hypothesis or question and the other is an issue investigation linked to one of 9 topics.

Each candidate's submission should be no more than about 2000 words in total, ie approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Issue Investigation'

The maximum mark for these tasks is a total of 60.

Fieldwork Focus

The question/hypothesis has to be a single focused one and allow candidates to follow a route to enquiry.

The question or hypothesis

Set titles for investigations:

Rivers	How will the characteristic features of a stream/river change in a downstream direction?
Coasts	How effective is the management of a stretch of coastline?
Population and settlement	Should new housing be built in your local area...?
Economic development	What are the locational factors for a specific economic activity?

The route to enquiry

Setting the scene: This involves:

- The investigation question or hypothesis;
- The expected outcomes;
- An explanation of how the hypothesis/hypotheses link to the specification;
- Relevant information about the place(s) chosen as the focus for the investigation.

Method of data collection

This involves:

- A description of the fieldwork techniques that could be carried out to collect primary data for the enquiry. This could involve a questionnaire, an interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or by an individual candidate;
- An explanation of why these methods used;
- What problems were encountered in the collection of their data.

Data presentation and analysis

This involves:

- The presentation of the data they have collected into an appropriate range of forms. This could include maps, graphs photographs, drawings or a combination;
- A description of the key findings shown by the data;
- An explanation of the key findings.

Evaluation and conclusion

This involves:

- Revisiting the original question/hypothesis and drawing substantiated conclusions.
- Comments on the success and usefulness of the investigation need to be made.
- Comments on the limitations of the investigation.
- Making reasoned suggestions for improving and extending the investigation.

Issue Investigation

1. Disease.

An investigation into the geographical aspects of a particular disease. Title for investigation

- 1) How and why does heart disease vary across the UK?
- 2) HIV is the biggest threat to the development of LEDC's

Exemplifications of route to enquiry.

Location.	What is the distribution of this disease? Describe the distribution of disease within the chosen region.
Causes	What are the causes of the disease? What are the causes of the pattern of the distribution? What part do environments play in the spreading of the disease? What part do people play in the spreading of the disease.
Effects	What are the effects at a variety of scales from individual to national? Who is affected by the disease? Who are the stakeholders in this issue and how are they affected?
The Future	What are the implications for development in the future? How can environments be managed to reduce disease or its effects? What part do sustainable practices play in reducing the incidence of the disease? What are the main hurdles to eradication of the disease? What might the future mean?

2. Trade.

An investigation into the geographical aspects of one international trade relationship.

- 1) How does NAFTA affect the lives of ordinary Mexicans?
- 2) The story of the banana in your lunch.

Exemplifications of route to enquiry

Location.	Which countries are involved? Which trade blocs, if any, are involved? What are their defining characteristics?
Causes	What are the historic causes of the relationship? What does each country gain from the relationship? What is the nature of the trade? How do global circumstances effect the relationship?
Effects	What are the effects on each of the countries involved? How are these primary effects changing the lives of the various peoples in each country? Which effects of the trade relationship are unsustainable? Who are the stakeholders in this issue and how are they affected?
The Future	What could be done to maximise the benefits for the people of each country involved? How could the trade be made more sustainable? How might the relationship develop in the future?

3. Ecosystems

An investigation into the issues facing a specific ecosystem.

- 1) The impact of development on a Greenfield site in the UK
- 2) How global climate change is affecting the Australian bush

Exemplifications of route to enquiry

Location.	Where is this place? Where in the world are these types of ecosystem found? How are they defined?
Causes	What are the issues facing this ecosystem? What are the pressures of exploitation by people? What are the natural dangers?
Effects	What are the effects on the environment? What are the effects on the local people? What are the global effects? Who are the stakeholders in this issue and how are they affected?
The Future	How could the changes brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the damage/exploitation of the ecosystem? What is the future for the ecosystem?

4. Sport

An investigation into the geographical aspects of a specific sport, sporting event or venue.

- 1) Did the Commonwealth Games help Manchester develop?
- 2) Explain the changing distribution of qualifying countries for the Cricket World Cup

Exemplifications of route to enquiry.

Location.	Where is the event or venue located? What is the global distribution of the sport?
Causes	What are the reasons for its location? Why is it played in some areas/countries and not others? Why do governments at all scales encourage sporting events and facilities?
Effects	What are the effects on people of these facilities? What are the effects on the environments at a wide variety of scales? In what way are these events unsustainable or sustainable? Who are the stakeholders in this issue and how are they affected?
The Future	What does the future hold for the sport? What will happen after the event? How can the sport/event be made more sustainable at a variety of scales? How can venues decrease the amount of environmental damage that they cause?

5. Fashion

An investigation into the geographical aspects of a specific garment or fashion item

- 1) The geography behind jeans
- 2) The pros and cons of organic cotton T-shirts

Exemplifications of route to enquiry.

Location.	What is the global distribution of suppliers and consumers? Where do the raw materials come from? Where are the goods made?
Causes	What are the issues of geographical concern? What part does trade play in the arrangement of production? What part do governments play in the location of manufacturing?
Effects	How are people affected by these models of production? How are environments affected by the production of these garments? How do the effects vary with location? Who are the stakeholders in this issue and how are they affected?
The Future	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this production?

6. Energy

An investigation into a specific energy issue by location or type.

- 1) Is the planned development of a wind farm in the UK a truly sustainable option?
- 2) Should France use nuclear power so much

Exemplifications of route to enquiry option?

Location.	Where is this issue based? Where in the world do similar activities happen?
Causes	Why is this happening? Who decides what should be done? What are the reasons for it to happen?
Effects	What are the problems caused by this issue to the local, national and global environment? Who are the stakeholders in this issue and how are they affected?
The Future	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area?

7. Fishing

An investigation into a specific type of fish or a specific location for commercial fishing.

- 1) Is tuna farming the way to save the species in the wild?
- 2) Should Chile allow other countries to fish its seas?

Exemplifications of route to enquiry

Location.	Where does this fishing happen? Where does this happen across the world? What is the global distribution of this fish?
Causes	Why are these fish being landed? Who is harvesting them? What trade arrangements happen to encourage this fishing? How are they being harvested?
Effects	What effects does this activity have on the environment at a variety of scales? How are local or indigenous people affected by this fishing?
The Future	How could the problems brought by this activity be alleviated? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from this activity? What would be the impact on the local community of these changes?

8. Crime

An investigation into the geographical aspects of a specific type of crime or the issues in a distinct area.

- 1) An investigation into how the local environment increases crime
- 2) The geography of heroin.

Exemplifications of route to enquiry

Location.	Where is the issue taking place? How widespread an issue is it?
Causes	What are the factors causing this issue? How does the environment influence the activity?
Effects	What are the effects on the local people? What are the effects on the environment? What are the effects on the wider community? What are the costs and benefits of the issue? Who are the stakeholders in this issue and how are they affected?
The Future	How could the issue be solved? What sustainable solutions are there? Why should the issue be solved? How will the solution be fair across the whole community?

9. Tourism

An investigation into the geographical aspects of a tourist activity or destination.

- 1) What is the effect of tourism on the Great Barrier Reef?
- 2) How cheap flights have affected a specific area in the UK

Exemplifications of route to enquiry

Location.	Where is this location? Why is it a tourist destination? What is the national or global distribution of this activity?
Causes	What are the geographical issues affecting this activity?
Effects	What effects does this activity have on its local area? How does it interact with other facilities in the area? What environmental effects does this activity have? How are people affected by this activity? Who are the stakeholders in this issue and how are they affected?
The Future	How could the problems brought about by this resort/activity's location be solved? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this activity?

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Specimen Mark Scheme

The maximum mark for these tasks is a total of 60.

SPECIMEN

Fieldwork Focus

A02 Application of Knowledge and Understanding	<p>The question/hypothesis has been stated.</p> <p>An attempt has been made to describe the context of the enquiry within the themes.</p> <p>The data has been described superficially.</p>	<p>The question/hypothesis has been stated with some justification.</p> <p>The context of the enquiry within the themes has been given.</p> <p>The data has been described and some explanation attempted.</p>	<p>The question/hypothesis is clearly stated and justified.</p> <p>The enquiry is clearly set within the themes and a range of contexts.</p> <p>The data has been thoroughly analysed.</p>	
	Marks 0-4	5-8	9-12	12
A03 Analysis and Evaluation	<p>A simple map locating the study area has been drawn.</p> <p>The data needed for the study has been stated.</p> <p>A narrow range of data has been collected.</p> <p>A few simple maps, graphs and diagrams have been drawn.</p> <p>A very simplistic conclusion has been made.</p> <p>An evaluation has been attempted.</p>	<p>The study area has been described and located.</p> <p>Some attempt has been made to state the data needed, why and how.</p> <p>A range of appropriate primary data has been collected.</p> <p>The data has been presented in a range of maps, graphs and diagrams.</p> <p>A plausible conclusion has been made.</p> <p>An overall evaluation has been made with some solutions suggested.</p>	<p>The study area has been described and precisely located using maps.</p> <p>A thorough strategy for the collection of data has been given.</p> <p>A wide range of appropriate primary data has been collected.</p> <p>The data has been presented in an appropriate range of maps, graphs and diagrams.</p> <p>A substantiated conclusion has been made.</p> <p>An evaluation has been made with limitations, possible solutions and an extension to their enquiry.</p>	
	Marks 0-8	9-16	17-24	24
total	12	24	36	36

Issue Investigation

Level	Level 1	Level 2	Level 3	total
A02 Application of Knowledge and Understanding	The candidate is able to apply some basic geographical principals to reach a conclusion. The candidate is able to apply some basic knowledge of the attitudes of different stakeholders to show that they react in different ways to the issue. There is an attempt to use research to support the argument.	The candidate is able to apply some geographical ideas and principals to reach a valid conclusion. The candidate is able to apply knowledge of the attitudes of different stakeholders to show why they react in different ways to the issue. Research is used to inform arguments made.	The candidate is able to apply a range of geographical ideas and principals in order to reach an informed conclusion. The attitudes of different stakeholders are clearly understood to explain why they react in different ways. Research is used to inform and justify arguments made.	
	Marks 1-4	5-8	9-12	12
A03 Analysis and Evaluation	The candidate selects, presents and communicates some material that is relevant to the issue. There is an attempt to structure the Investigation in a logical way	The candidate selects and processes a variety of material that is relevant to the issue. They are able to communicate effectively the nature of the enquiry. A logical route to enquiry is undertaken	The candidate selects and processes original material from a range of sources to illustrate and explain the issue. They are able to communicate competently the full nature of the issue being investigated. A logical route to enquiry is obvious and explicit	
	Marks 1-4	5-8	9-12	12
total	8	8	8	24

[0 marks] No evidence submitted or response does not address the question.